

# Whitesville Elementary

324 Gaillard Road  
Moncks Corner, SC 29461

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	706 Students	
<b>Principal</b>	Julia Taylor	843-899-8880
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Kathleen Bounds	843-761-5437

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	62	20	1

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Below Average	No

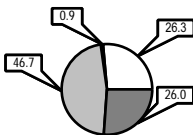
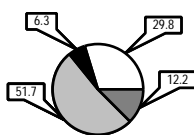
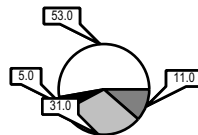
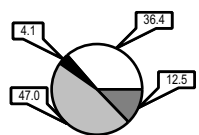
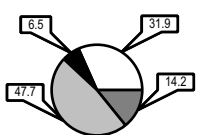
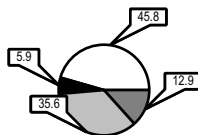
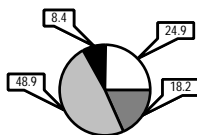
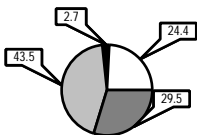
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	347	100.0	25.7	45.9	25.4	3.1	39.1	Yes	Yes
<b>Gender</b>									
Male	184	100.0	32.4	38.8	24.7	4.1	36.5		
Female	163	100.0	18.5	53.5	26.1	1.9	42.0		
<b>Racial/Ethnic Group</b>									
White	241	100.0	21.8	48.0	28.0	2.2	42.7	Yes	Yes
African American	90	100.0	36.8	39.1	18.4	5.7	31.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	275	100.0	17.8	51.7	29.3	1.2	43.2		
Disabled	72	100.0	55.9	23.5	10.3	10.3	23.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	347	100.0	25.7	45.9	25.4	3.1	39.1		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	341	100.0	25.5	45.7	25.8	3.1	39.4		
<b>Socio-Economic Status</b>									
Subsidized meals	216	100.0	31.8	41.9	21.7	4.5	33.8	No	Yes
Full-pay meals	131	100.0	16.3	51.9	31.0	0.8	47.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	347	100.0	29.1	50.8	12.2	8.0	33.9	No	Yes
<b>Gender</b>									
Male	184	100.0	31.8	48.8	10.0	9.4	32.9		
Female	163	100.0	26.1	52.9	14.6	6.4	35.0		
<b>Racial/Ethnic Group</b>									
White	241	100.0	28.0	50.7	13.3	8.0	36.0	No	Yes
African American	90	100.0	34.5	47.1	9.2	9.2	28.7	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	275	100.0	23.6	55.2	14.7	6.6	37.8		
Disabled	72	100.0	50.0	33.8	2.9	13.2	19.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	347	100.0	29.1	50.8	12.2	8.0	33.9		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	341	100.0	28.9	50.6	12.4	8.1	34.2		
<b>Socio-Economic Status</b>									
Subsidized meals	216	100.0	31.3	50.0	10.6	8.1	32.8	No	Yes
Full-pay meals	131	100.0	25.6	51.9	14.7	7.8	35.7		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	347	100.0	52.0	30.3	12.2	5.5	17.7
<b>Gender</b>							
Male	184	100.0	54.1	27.1	12.9	5.9	18.8
Female	163	100.0	49.7	33.8	11.5	5.1	16.6
<b>Racial/Ethnic Group</b>							
White	241	100.0	46.7	34.7	13.3	5.3	18.7
African American	90	100.0	66.7	17.2	11.5	4.6	16.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	275	100.0	46.3	35.1	12.7	5.8	18.5
Disabled	72	100.0	73.5	11.8	10.3	4.4	14.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	100.0	52.0	30.3	12.2	5.5	17.7
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	341	100.0	51.9	30.4	12.4	5.3	17.7
<b>Socio-Economic Status</b>							
Subsidized meals	216	100.0	55.1	28.3	10.6	6.1	16.7
Full-pay meals	131	100.0	47.3	33.3	14.7	4.7	19.4

<b>Social Studies</b>							
All Students	347	100.0	35.5	45.9	13.8	4.9	18.7
<b>Gender</b>							
Male	184	100.0	39.4	41.8	12.9	5.9	18.8
Female	163	100.0	31.2	50.3	14.6	3.8	18.5
<b>Racial/Ethnic Group</b>							
White	241	100.0	31.6	48.0	15.6	4.9	20.4
African American	90	100.0	47.1	37.9	9.2	5.7	14.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	275	100.0	28.6	52.1	14.7	4.6	19.3
Disabled	72	100.0	61.8	22.1	10.3	5.9	16.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	100.0	35.5	45.9	13.8	4.9	18.7
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	341	100.0	35.4	46.0	13.7	5.0	18.6
<b>Socio-Economic Status</b>							
Subsidized meals	216	100.0	40.9	43.9	10.6	4.5	15.2
Full-pay meals	131	100.0	27.1	48.8	18.6	5.4	24.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	133	100.0	21.1	34.4	39.1	5.5	44.5
	4	125	100.0	28.3	54.2	16.7	0.8	17.5
	5	149	99.3	35.0	58.7	6.3	N/A	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	102	100.0	16.1	40.9	40.9	2.2	43.0
	4	126	100.0	26.5	46.2	26.5	0.9	27.4
	5	119	100.0	34.9	52.3	12.8	0.0	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	133	100.0	31.3	59.4	8.6	0.8	9.4
	4	125	100.0	26.7	61.7	7.5	4.2	11.7
	5	149	100.0	37.1	43.4	15.4	4.2	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	102	100.0	31.2	49.5	14.0	5.4	19.4
	4	126	100.0	23.1	53.0	15.4	8.5	23.9
	5	119	100.0	35.8	52.3	7.3	4.6	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	102	100.0	46.2	36.6	12.9	4.3	17.2
	4	126	100.0	47.0	33.3	15.4	4.3	19.7
	5	119	100.0	65.1	23.9	4.6	6.4	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	102	100.0	28.0	53.8	15.1	3.2	18.3
	4	126	100.0	26.5	50.4	17.1	6.0	23.1
	5	119	100.0	54.1	37.6	5.5	2.8	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 706)</b>				
First graders who attended full-day kindergarten	98.5%	Down from 100.0%	100.0%	100.0%
Retention rate	5.1%	Up from 3.4%	3.6%	3.0%
Attendance rate	95.1%	Up from 94.3%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Up from 2.2%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Up from 2.2%	3.4%	3.2%
Eligible for gifted and talented	7.8%	Down from 8.5%	9.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Up from 11.4%	9.7%	8.2%
Older than usual for grade	0.7%	Up from 0.6%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	65.3%	Up from 60.7%	50.0%	52.6%
Continuing contract teachers	91.8%	Up from 85.7%	82.2%	83.3%
Highly qualified teachers	93.3%	Down from 94.0%	94.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.5%	Down from 80.8%	85.7%	87.0%
Teacher attendance rate	94.8%	No change	94.8%	95.0%
Average teacher salary	\$41,075	Up 2.9%	\$41,103	\$41,703
Prof. development days/teacher	12.1 days	Down from 12.7 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 88.0%	89.4%	89.8%
Dollars spent per pupil*	\$5,923	Up 1.8%	\$6,127	\$6,242
Percent of expenditures for teacher salaries*	63.6%	Down from 64.1%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whitesville Elementary is a rural school located in an unincorporated area just outside of Moncks Corner and Goose Creek. We are a Title 1 school with a final enrollment of 740 students for the 04-05 school year. We are privileged to have incredible support from our business community, our parents, and our volunteers. We have a talented staff, several of whom have achieved National Board Certification status.

During the 2004-05 school year we had a number of exciting things take place. We began the year by opening our doors and entering into partnership with the local Headstart Program. We hosted 3 classes totaling 57 three- and four-year-old students at Whitesville. At the same time, our own child development class of four year olds went from a half-day program to full-day. We now hope to see these Headstart students rise up into our child development and kindergarten classes.

Our early childhood program began the awesome undertaking of evaluating their classrooms for best practices using the Early Childhood Environmental Rating Scale. This scale helps us ensure the health and safety of children, appropriateness of instructional materials, a solid curriculum, and quality interactions with the students. The State Department of Ed. evaluated our child development class this past May. Our score exceeded the State average, receiving one of the higher scores in the state.

The district rolled out a new report card which we used this year in our first grade classes. Instead of letter grades in various subjects, we were better able to communicate about specific skills in the different subjects. We hope that providing parents with more information about their children will help them know what they can do at home to support what is happening at school. Current plans are to implement this new report card for the 05-06 school year in the 2nd grade.

This was our first complete year of using Measure of Academic Progress (MAP) in grades 2-5. This is a computer program that evaluates a child's progress in reading, language and math. It was administered three times (fall, winter, and spring). Reports were made available to the teacher about individual students' strengths and weaknesses.

Our focus this year was to improve in math. We established special school-time tutoring groups and had students go to the computer lab daily to work on targeted areas of weakness. Our students set personal goals to accomplish using the MAP scores. Incentives were given for meeting math goals. One student won a Gateway computer donated by Wal-Mart.

We will continue to use feedback from our stakeholders, as well as, new assessment tools and data to gain insights into providing an even more effective environment for learning during the 2005-06 school year.

Julia Taylor, Principal  
Shannon Becker, 2004-05 SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	46	102	49
<b>Percent satisfied with learning environment</b>	91.1%	82.2%	83.7%
<b>Percent satisfied with social and physical environment</b>	88.9%	76.5%	77.1%
<b>Percent satisfied with school-home relations</b>	66.7%	82.4%	68.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.